



**KINDERGARTEN
DAILY LESSON LOG**

SCHOOL:	DepEdClub.com	TEACHING DATES:	
TEACHER:		WEEK NO.	31
CONTENT FOCUS:	Mga Lugar sa Pamayanan: Pampublikong Pamilihan	QUARTER:	FOURTH

BLOCKS OF TIME	Indicate the following: Learning Area (LA) Content Standards (CS) Performance Standards (PS) Learning Competency Code (LCC)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ARRIVAL TIME (10 mins)	LA: LLC (Language, Literacy and Communication) CS: <i>The child demonstrates an understanding of:</i> - kahalagahan ng pagkakaroon ng masiglang pangangatawan - kanyang kapaligiran at naiugnay dito ang angkop na paggalaw ng katawan - increasing his/her conversation skills - paggalang PS: <i>The child shall be able to:</i> - sapat na lakas na magagamit sas pagsali sa mga pang-araw-araw na gawain - maayos na galaw at koordinasyon ng mga bahagi ng katawan - confidently speaks and expresses his/her feelings and ideas in words that makes sense LCC: KPKPF-Ia-2 KPKGM-Ia-1 KPKGM-Ie-2 KPKGM-Ig-3 LLKVPD-Ia-13 KAKPS-00-14 KAKPS-00-15	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>
MEETING TIME 1 (10mins)	LA:(SE) PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> - konsepto ng pamilya, paaralan at komunidad bilang kasapi nito PS: <i>Ang bata ay nagpapamalas ng:</i> - pagmamalaki at kasiyahan ng makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad. LCC: KMKPAra-00-1 to 5 KMKPKom-00-2 to 5	Mensahe: Ang mga tao ay bumibili ng pagkain sa pampublikong pamilihan Tanong: Kayo ba ay nakapamili na sa palengke?	Mensahe : Iba-iba ang gawain ng mga tao sa palengke. May nagtitimbang, may naglilinis ng isda. May naghihiwa ng karne at may nagrerepack ng pagkain.	Mensahe : May mga dry at wet goods sa palengke. Tanong: Anong uri ng paninda ang makikita mo sa palengke?	Mensahe : May mga pagkaing itinitinda sa pamayanan. Ang mga gulay at prutas ay mabibili sa pamayanan. Ang mga karne at manok ay mabibili sa pamayanan.	Mensahe : May mga paninda na nanggagaling sa ibang lugar Tanong: Ano-ano ang mga panindang nanggagaling sa ibang pamayanan?

			Tanong: Anong uri ng hanap-buhay mayroonron ang may- ari ng mga paninda at ang kanyang mga kasamahan?		Tanong: Ano-anong paninda ang mabibili natin sa ating pamayanan?	Paano nila ito dinadala sa mga pamilihan?
WORK PERIOD 1	LA: SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):
	KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)	Target Letter Zz: Letter Collage LLKAK-Ih-3 KPKFM-00-1.3	Poster: At the Market Place KMKPKom-00-2 to 6 KAKPS-00-5 SKAMP-00-1	Market Worker Puppets KMKPKom-00-2 to 6 KAKPS-00-5 KPKFM-00-1.3	Market Goods Collage KMKPKom-00-2 to 6 KPKFM-00-1.3 KAKPS-00-5	Alphabet Freeze LLKAPA-Ig-1
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> - sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag - pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)
	PS: <i>Ang bata ay nagpapamalas ng:</i> - kakayahang gamitin ang kamay at daliri - kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyob sa pamamagitan ng malikhaing pagguhit/pagpinta	Playdough: Food KPKFM-00-1.6 KMKPKom-00-5 to 6	Playdough: Food KPKFM-00-1.6 KMKPKom-00-5 to 6	Playdough: Food KPKFM-00-1.6 KMKPKom-00-5 to 6	Playdough: Food KPKFM-00-1.6 KMKPKom-00-5 to 6	Playdough: Food KPKFM-00-1.6 KMKPKom-00-5 to 6
	LCC: KAKPS-00-1-3 KPKFM-00-1.5 KPKFM-00-1.6 SKMP-00-6 SKMP-00-7 KMKPara-00-2 LKPA-Ig-1	Food Connect (Domino) LLKVPD-Id-1 MKAT-00-1	Food Connect (Domino) LLKVPD-Id-1 MKAT-00-1	Food Connect (Domino) LLKVPD-Id-1 MKAT-00-1	Food Connect (Domino) LLKVPD-Id-1 MKAT-00-1	Food Connect (Domino) LLKVPD-Id-1 MKAT-00-1
		Matching Cars: Foods sold in the market LLKAK-Ih-3 KPKFM-00-1.3	Matching Cars: Foods sold in the market LLKAK-Ih-3 KPKFM-00-1.3	Matching Cars: Foods sold in the market LLKAK-Ih-3 KPKFM-00-1.3	Matching Cars: Foods sold in the market LLKAK-Ih-3 KPKFM-00-1.3	Matching Cars: Foods sold in the market LLKAK-Ih-3 KPKFM-00-1.3
		Dramatic Play: Market Set-up	Dramatic Play: Market Set-up	Dramatic Play: Market Set-up	Dramatic Play: Market Set-up	Dramatic Play: Market Set-up

		SEKPSE-If-2 KMKPKom-00-5 to 6 Market Words: What starts with? LLKPA-Ic-2 LLKPA-00-3 LLKPA-Ig-7	Dramatic Play: Market Set-up SEKPSE-If-2 KMKPKom-00-5 to 6 Market Words: What starts with? LLKPA-Ic-2 LLKPA-00-3 LLKPA-Ig-7	Dramatic Play: Market Set-up SEKPSE-If-2 KMKPKom-00-5 to 6 Market Words: What starts with? LLKPA-Ic-2 LLKPA-00-3 LLKPA-Ig-7	LLKAK-Ih-3 KPKFM-00-1.3 Dramatic Play: Market Set-up SEKPSE-If-2 KMKPKom-00-5 to 6 Market Words: What starts with? LLKPA-Ic-2 LLKPA-00-3 LLKPA-Ig-7	Market Words: What starts with? LLKPA-Ic-2 LLKPA-00-3 LLKPA-Ig-7
MEETING TIME 2	LA: SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)	Pagtalakay sa mga salitang ipapaskil Halimbawa : gulay, prutas, karne, tindera, de-lata Maaring dagdagan pa ang mga salitang dapat malaman ng bata Laro : Clap and Snap Rhymes	Magpakita ng stick puppets workers. Pag-usapan ang gawain ng bawat isa Awit : Tong, Tong Variation : Change Vowels Laro : Clap and Snap Rhymes	Play the Game Laro : Ano ang nawawalang bahagi?	Pahulaan : Gulay at Prutas Laro : Ako ayGusto ang	Laro : Trabahong ginagawa ng mga tao sa palengke Awit : Ang Gatas at Itlog
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> - sariling ugali at damdamin - increase his/her conversation skills					
	PS: <i>Ang bata ay nagpapamalas ng:</i> - kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain - confidently speaks and expresses his/her feelings and ideas in words that make sense.					
	LCC: LLKOL-00-5 LLKOL-1a-2					
SUPERVISED RECESS	LA: PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan	SNACK TIME				
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> * kakayahang pangalagaan ang sariling kalusugan at kaligtasan					
	PS: <i>Ang bata ay nagpapamalas ng:</i> * pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan					
	LCC: KPKPKK-Ih-1					
NAP TIME						
STORY	LA: BPA (Book and Print Awareness)	Kwento: Araw sa Palengke	Kwento: Alamat ng Ampalaya	Kuwento: Halo-halo Espesyal	Kuwento: Halo-halo Espesyal	Kwento: Si Owel: Ang Batang
	CS: <i>The child demonstrates an understanding of:</i>					

	book familiarity, awareness that there is a story to read with a beginning and an en, written by author(s), and illustrated by someone					Matakaw
	<i>PS: The child shall be able to:</i> use book – handle and turn the pages; take care of books; enjoy listening to stories repeatedly and may play pretend-reading and associates him/herself with the story					
	LCC: LLKBPA-00-2 to 8					
WORK PERIOD 2	LA: M (Mathematics)	Pamamatnubay ng Guro: Coins are us MKAT-00-17	Pamamatnubay ng Guro: Crayon Count MKC-00-7 MKC-00-2	Pamamatnubay ng Guro: Number Stations MKSC-00-23 MKC-00-2	Pamamatnubay ng Guro: Catch Flies for the Frog MKME-00-1 to 2	Pamamatnubay ng Guro: Sorting Shapes MKSC-00-5 MKSC-00-6 PNEKPP-00-1
	<i>CS: CS: The child demonstrates an understanding of:</i> * Objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes * concepts of size, length, weight, time, and money	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)
	<i>PS: The child shall be able to:</i> * manipulate objects based on properties or attributes * use arbitrary measuring tools/means to determine size, length, weight of things around him/her.	Writing (1,2,3,4,5,6,7,8,9) MKC-00-3	Writing (1,2,3,4,5,6,7,8,9) MKC-00-3	Writing (1,2,3,4,5,6,7,8,9) MKC-00-3	Writing (1,2,3,4,5,6,7,8,9) MKC-00-3	Writing (1,2,3,4,5,6,7,8,9) MKC-00-3
	LCC: MKSC- 00-4 MKME -00-1 MKC-00-2 TO 6 MKAT-00-1	Mixed Up Numbers (0-9) MKC-00-4 Laruang Blocks MKSC- 00-4 Number Call-out (0-9) MKSC-00-2 and 4	Mixed Up Numbers (0-9) MKC-00-4 Laruang Blocks MKSC- 00-4 Number Call-out (0-9) MKSC-00-2 and 4 Playdough: 9	Mixed Up Numbers (0-9) MKC-00-4 Laruang Blocks MKSC- 00-4 Number Call-out (0-9) MKSC-00-2 and 4 Playdough: 9	Mixed Up Numbers (0-9) MKC-00-4 Laruang Blocks MKSC- 00-4 Number Call-out (0-9) MKSC-00-2 and 4	Mixed Up Numbers (0-9) MKC-00-4 Laruang Blocks MKSC- 00-4 Number Call-out (0-9) MKSC-00-2 and 4 Playdough: 9

		Playdough: 9 KPKFM-00-1.6	KPKFM-00-1.6	KPKFM-00-1.6	Playdough: 9 KPKFM-00-1.6	KPKFM-00-1.6
INDOOR/OUTDOOR	LA: KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)	Market Race PNEKBS-Ic-3 KPKGM-1g-3 SKMP-00-9 KPKPF-Ia-2 KPKGM-Ia-1	Insect Race KPKPF-00-1 KAKPS-00-19	To Market, To Market PNEKBS-Ic-3 KPKGM-1g-3 SKMP-00-9 KPKPF-Ia-2 KPKGM-Ia-1	Laro : If your name starts with .. Kung ang pangalan mo ay nagsisimula sa .. . Pumalakpak, pumalakpak, Tumalon KPKPF-OO-1 KPKGM-1e-2 KPKGM-1g-3	Laro : Form a Word KPKPF-Ia-2 LLKOL-Ih-12 LLKAK-Ic-1
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> * kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan					
	PS: <i>Ang bata ay nagpapamalas ng:</i> * maayos na galaw at koordinasyon ng mga bahagi ng katawan					
	LCC: KPKGM-Ia-1 to 3					
MEETING TIME 3	DISMISSAL ROUTINE					

REMARKS	
REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.
A. No. of learners who earned 80% in the evaluation.	
B. No. of learners who require additional activities for remediation.	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	

F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	